DOCUMENT RESUME

ED 106 534 CE 003 703

AUTHOR	Verhoven, Peter J.; Vinton, Dennis A.
TITLE	Career Education: The Leisure Occupations Cluster. Information Series No. 86.
INSTITUTION	Ohio State Univ., Columbus. Center for Vocational and Technical Education.
SPONS AGENCY	National Inst. of Education (DHEW), Washington, D.C.
PUB DATE	73
NOTE	59p.
EDRS PRICE	MF-$0.76 HC-$3.32 PLUS POSTAGE
DESCRIPTORS	Career Choice; Career Education; *Career Opportunities; Elementary Secondary Education; Employment Opportunities; *Employment Qualifications; *Leisure Time; Occupational Clusters; *Occupational Information; *Recreation; Recreational Activities; Tourism

ABSTRACT

The guide is intended to supplement career education curricula with information about leisure occupations (recreation, hospitality, and tourism). It traces the growth and significance of leisure occupations with regard to the scientific, economic, and social advances which have motivated more Americans than ever before to seek leisure opportunities actively. It analyzes the primary functions of the four major occupational groups in the field: recreational services, recreational resources, tourism, and amusement and entertainment. It discusses the educational and training requirements, the advancement opportunities, and employment benefits in the field, and examines desirable personal requirements for individuals contemplating employment in the leisure field. Three appendixes comprise approximately 50 pages of the document: one gives sample job descriptions for 15 leisure occupations; another gives general training requirements for approximately 25 leisure occupations in each of the four groups listed above; the last lists approximately 60 agencies serving the leisure industry. A five-page bibliography is included. (JR)

ED106534

Information Series No. 86
VT 020 374

CAREER EDUCATION: THE LEISURE OCCUPATIONS CLUSTER

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ACKNOWLEDGEMENTS

The profession is indebted to Peter J. Verhoven and Dennis A. Vinton for their scholarship in the preparation of this report. Recognition is also due Annie Clement, Bowling Green State University; and James E. Baechtold, Eastern Kentucky University; for their critical review of the manuscript prior to final revision and publication. Paul E. Schroeder coordinated the publication's development, Paula K. Young provided the technical editing.

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The material in this publication was prepared pursuant to a contract with the National Institute of Education, U.S. Department of Health, Education, and Welfare. Contractors undertaking such projects under government sponsorship are encouraged to express freely their judgment in professional and technical matters. Points of view or opinions do not, therefore, necessarily represent official National Institute of Education position or policy.

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INTRODUCTION

During the past decade, America has witnessed major changes in life style marked by a significant increase in leisure time and the quest for a quality life. Today Americans have more money to spend, more free time, and greater mobility to seek recreational experiences than ever before in our history. In 1971, the leisure industry accounted for over $150 billion in income, a figure which is expected to leap to $250 billion by 1975. Changing Times magazine, in its June 1972 issue, predicted that jobs in the field of recreation will increase by nearly 80 percent during this decade, a growth rate second only to computer programming.

We feel that students should know about these jobs and be given a chance to explore them. By doing so they will not only widen their career horizons, but will also discover worthy uses for their leisure time. We hope that this publication will be carefully reviewed by all who bear curricular responsibility, and that eventually education in the leisure careers will be implemented nationwide.

Career education represents a dynamic approach to the task of preparing all students to be productive, self-fulfilling members of society. It is the intention of this publication to make persons aware of one of the important occupational clusters which comprise the career education system's "world of work"--the Leisure Occupations (Recreation, Hospitality, and Tourism).

It is not the intention of this publication to have its readers consider the leisure occupations as a new subject to be added to the curriculum. On the contrary, occupational information should be infused, wherever possible, into existing subject matter areas. Not all students should be expected to receive the type of in-depth exposure necessary to obtain employment in the leisure field. Some students will determine that their interests lie in another career field. They can make this determination more intelligently, however, if somewhere during their formal schooling they are made aware of the opportunities and requirements of each career field. For a basic awareness of the leisure career field, students need answers to these questions: What is leisure? Is there a need for career education for leisure occupations? What is the leisure career field? What are the opportunities for employment and advancement in the leisure field? What is the future occupational outlook for this field? What are the basic requirements for employment in the leisure career field? The pages that follow provide answers to these questions.

GROWTH AND SIGNIFICANCE OF THE LEISURE OCCUPATIONS

In spite of a growing recognition of its importance in the lives of all Americans, leisure remains a little understood and often maligned phenomenon. Leisure time is welcomed by most, but many still refer to it as the problem of leisure. Regardless of philosophy or outlook, our society is becoming increasingly leisure oriented. We can no longer ignore nor take for granted the great amounts of time and resources we devote to leisure activities.

The nature of leisure is determined to a great extent by man's attitude toward it. During the early days of America, both church and state viewed leisure with suspicion and contempt. An industrial society was being born and work took precedence over all else. Leisure was acceptable only for its contribution toward rejuvenating the individual to perform more work.

As America moves rapidly into a post-industrial era, the pendulum has begun to swing from the work ethic to the leisure ethic. Advanced technology has liberated workers from routine tasks associated with an industrial society. Consequently, the average American now has more time and resources to devote to other considerations. Or stated another way, he now has at his disposal more leisure time than he ever had before.

What is Leisure?

Leisure is an elusive quality and has no universally accepted definition. In 1967 the International Recreation Association convened a symposium on leisure in Geneva, Switzerland, in which sixteen international organizations in the fields of play, recreation and leisure participated. A resolution was adopted calling for the development of a "Charter for Leisure" that could be used by all agencies, governmental and voluntary, concerned with leisure and its uses. The resulting document, which has been translated into five languages and published worldwide, includes the following preface:

> Leisure time is that period of time at the complete disposal of an individual, after he has completed his work and fulfilled his other obligations. The uses of this time are of vital importance.
>
> Leisure and recreation create a basis for compensating for many of the demands placed upon man by today's way of

life. More important, they present a possibility of enriching life through participation in physical relaxation and sports, through an enjoyment of art, science, and nature. Leisure is important in all spheres of life, both urban and rural. Leisure pursuits offer man the chance of activating his essential gifts (a free development of the will, intelligence, sense of responsibility and creative faculty). Leisure hours are a period of freedom, when man is able to enhance his value as a human being and as a productive member of his society. Recreation and leisure activities play an important part in establishing good relations between peoples and nations of the world (1967).

Is There a Need for Career Education for Leisure Occupations?

The reasons for the tremendous growth of the leisure field and the consequent need for additional manpower are many and varied. It is generally agreed that several major socio-economic factors have contributed to the "leisure explosion": population growth, increased free time, urban concentrations, more discretionary income, greater mobility, better education, and improved health.

In 1880 Americans had an eighty-four hour work week. Now the average American works less than forty hours per week with twenty to thirty days of paid vacation each year, in addition to weekends and holidays. Though professionals tend to work longer hours, many unionized trade workers have achieved a thirty-five hour week. In fact, the average American today has more leisure hours than working hours--2,175 hours of leisure as compared to 1,960 hours of work (Wiener, 1968).

Dr. Marion Clawson, a leading economist, has estimated that our nation will have 660 billion more leisure hours in the year 2000 than it had in 1950. Wiener estimates that by the year 2000 the average number of work hours will be down to approximately 1,100 per year. Increased leisure time, coupled with larger annual incomes, is expected to have a tremendous impact on life in the years to come (Wiener, 1968).

Since 1945, the number of Americans has increased from 140 million to more than 200 million. Looking to the future, Paul Sears, noted ecologist and former president of the American Association for the Advancement of Science, predicts that between the years 1975 and 2000 the U. S. population will double. Although all age groups have increased in number, the greatest growth rate has been among persons under the age of twenty-five (who are most active) and over the age of sixty-five (who have the most leisure).

Population growth has been most predominant in the metropolitan areas, where approximately 75 percent of the U. S. population lives (Verhoven and Vinton, 1972). Lack of privacy and "running room" has created an urgent need to evaluate the recreation facilities and services that are currently being provided for the public. A major challenge to urban areas is to conserve existing recreation resources and to improve the quality of the urban environment. The average salary of the American worker today is nearly four times greater than it was in 1940. Because the cost of necessary goods and services has risen much less rapidly than the increase in salaries, most Americans have more discretionary income than ever before--and they are spending a larger portion of their budgets for leisure pursuits.

One of the most significant results of our newly found affluence has been a tremendous increase in mobility. In 1910, when transportation was in the horse and buggy stage, the average person traveled only 500 miles per year. Today, the average American travels more than 5,000 miles annually, and this total is climbing rapidly. Americans can now travel quickly to a variety of recreation sites. The American Automobile Association has estimated that Americans drive over 225 billion miles each year just getting to and from vacation areas.

People are also better educated than ever before. They spend more time in school preparing for employment, in training for additional skills during employment, and in adult education courses than ever before. With increased education has come a growing awareness of the values of physical and mental fitness and hence, increased participation in all types of leisure activities.

Together with other new scientific, economic, and social advances, these factors have motivated more Americans than ever before to seek leisure opportunities actively. For the most part, federal, state, and local agencies--as well as voluntary, industrial, commercial, and church organizations--have responded well to this challenge. Consider the following factors (Merrill, Lynch, Pierce, Fenner and Smith, Inc., 1968; National Tourism Resources Review Commission, 1973; Recreation Program Leadership . . ., 1969; Hawkins and Verhoven, 1967; Hawkins, 1967; and Hawkins and Verhoven, 1968):

1) Leisure is a $150 billion industry. In a few years, this figure should triple.

2) Estimates supplied by Discover America Travel Organizations, Inc., indicate that: (1) tourism ranks among the top three income producers for all but a very few states; (2) 5 percent of the nation's retail business comes from the

tourism market; and (3) the five Monday holidays will increase the leisure and recreation industry income from $150 billion in 1971 to $250 billion in 1975. Recent legislation passed by Congress has resulted in the formation of a National Tourism Resources Review Commission--a presidential commission.

3) The U. S. Civil Service Commission has recently initiated a study of possible advantages and disadvantages associated with a four-day/forty-hour work week for government employees. Already several hundred industries have adopted this scheme. Some are even experimenting with a three-day work week of twelve hours daily.

4) The number of federal agencies concerned with recreation and tourism increased from thirteen in 1960 to more than ninety in 1972.

5) More federal recreation lands are being acquired and better highways are now available to provide easy weekend access for most Americans.

6) Government spending for recreation has been equally spectacular. In the period from 1955 to 1965 state spending alone jumped from $87 million to $244 million--an increase of almost 300 percent. Local spending was even more astounding. In 1940, communities spent $31 million for recreation. In 1965, it was $905 million--almost thirty times more money in twenty-five years.

7) According to the National Planning Association, governmental recreation expenditures in 1966 reached $1.4 billion, and by 1977 are expected to be $4.4 billion--an average annual rate of growth of 11.0 percent. Expenditures for the private, non-profit sector were predicted by the Battelle Memorial Institute to increase at an average annual rate of 4.69 percent for 1967 to 1980. Expenditures for the commercial sector should increase annually by 2.54 percent during the same period, Battelle estimated.

Attitudes seem to be changing, if only very gradually. Leisure is being accepted as a meaningful, necessary part of life. The frequently

substantial expenditures made for leisure suggest that Americans are gradually shifting from Puritan standards of self-denial to more self-indulgence. There are indications, too, that Americans in their middle years view retirement, and thus leisure, somewhat differently than did their parents. It has been noted that Americans have already survived a doubling of their free time in the past decades, and the adjustment has been made so readily that most of them are hardly aware that they have made one (Hawkins and Verhoven, 1968).

Increasing leisure can be either a boon or a bane, depending upon the way it is used. If Americans use their leisure in productive ways--to improve themselves, their environment, and their social institutions--then their society will continue to progress. As a motivating force in American society, the leisure movement can help channel individual incentives toward a more constructive, wholesome, and meaningful life for everyone. This will require manpower trained not only in the technical aspects of this field, but in leadership as well. More young persons need to be prepared for careers in the leisure field and afforded training at an early stage of their formal education. These are but a few of the factors that contribute to the need for career education for leisure occupations.

THE LEISURE OCCUPATIONS

What is the Leisure Career Field?

The complex nature of the Leisure Occupations makes a precise definition difficult. However, the leisure career field can be broadly described as encompassing those occupations pursued by persons engaged in performing the functions required to meet the needs of persons engaged in leisure-time pursuits.

An analysis of the primary functions of the leisure career field further identifies it as comprising four major occupational groups:

1) Recreation services;

2) Recreation resources;

3) Tourism; and

4) Amusement and entertainment.

Recreation Services

The main function of the recreation services group is to provide recreational activities. This group creates and supervises programs, plans activities, and provides recreation leadership and instruction. These leisure-time experiences take place in a variety of settings--parks, playgrounds, camps, and community organizations to mention just a few. Careers in recreation services involve a great deal of personal interaction.

Recreation Resources

The recreation resources group includes jobs related to the planning, development, maintenance, and protection of resources, both natural and man-made, used for leisure-time experiences. These jobs deal primarily with recreational areas, facilities, products, goods, and with natural areas. In general, these jobs form a support system for the experiences provided by the recreation services group.

Tourism

The tourism group includes jobs related to travel for pleasure (rather than for business or duty), to activities for tourists; and to money spent at a location other than the one where it was earned. Within this group are five major components: (1) attracting a market for tourism experiences; (2) providing transportation to places of interest; (3) providing attractions for tourist participation; (4) housing, feeding, entertaining and serving tourists; and (5) informing people about attractions, services, facilities and transportation, then making specific arrangements for them.

Amusement and Entertainment

Occupations in this group are primarily concerned with amusing, diverting or informing people. Included here are jobs centered around: (1) commercial amusements; (2) live, filmed or broadcast performances; (3) the presentation of shows and athletic contests; (4) the training of persons or animals for entertainment; (5) the teaching of entertainment skills at a post-high school level; and (6) personal services in entertainment establishments.

TRAINING REQUIREMENTS, ADVANCEMENT OPPORTUNITIES, AND RELATED BENEFITS

Training Requirements

Preparation for careers in the leisure occupations range from short-term in-service training programs to post-masters degree curricula. The amount of education required is most often directly related to the roles and responsibilities of the job. For purposes of illustration, the employment market for the leisure occupations, based on educational requirements, can be categorized into four entry levels:

1) Level I. Includes those jobs which generally do not require a high school diploma.

2) Level II. Includes those jobs which require a minimum of a high school diploma or its equivalent.

3) Level III. Includes those jobs which require a minimum of a two-year, post-secondary degree from a junior or community college or certification program.

4) Level IV. Includes those jobs which require a minimum of a four-year, post-secondary degree.

It should be noted that job entry requirements vary greatly, depending on the particular situation, location, and employer. An individual considered qualified for a particular job in one situation may be deemed not qualified for the same job by another employer. Sample job descriptions for each entry level of the four occupational groups are included in Appendix A. Illustrations of the general training required for jobs at all four levels for each of the sub-clusters of the leisure occupations are included in Appendix B.

High school is not too early to begin training for a career in the leisure occupations. The initiation of a career education program for the leisure occupations in the public schools will assist greatly in enhancing a student's possibilities for employment at levels I and II upon completion of high school or before. The emphasis at this educational level is on infusion and refocusing of all existing subject matter areas around a leisure career development theme. Extensive units, or perhaps a concentrated course on the leisure occupations, bolstered by actual work experience in the leisure field, are most appropriate. The reader is encouraged to consult Career Education for Leisure Occupations: Curriculum Guidelines for Recreation, Hospitality, and Tourism (Verhoven and Vinton, 1973).

Prospective students should be encouraged to acquire leadership experience by working with people in a camp as a counselor-in-training, participating in youth organizations such as scouting, joining church social groups and school extracurricular activities, or volunteering in hospitals and recreation programs. Participation in organized sports competition, clubs, youth center programs, and hobby groups will also assist in building skills necessary to a career in the leisure occupations.

In most instances, Level III jobs require a minimum of a two-year post-secondary degree from a junior or community college. The number of institutions offering training programs in resort management, travel-related careers, recreation program leadership and resources management is increasing rapidly. One source which the reader is encouraged to review is Recreation Program Leadership: A Suggested Two-Year Post High School Curriculum, (DHEW, 1969).

Professional preparation programs at the baccalaureate, masters, and post-masters level are also offered at numerous institutions of higher learning. For a complete list of these schools and the specialized option programs they offer, along with suggestions and approval criteria for accreditation, the reader can write: National Recreation and Park Association, 1601 N. Kent, Arlington, Virginia 22209.

Advancement Opportunities

The leisure field is still in an embryonic state. New jobs are being constantly created in an attempt to meet the needs and interests of our rapidly growing, leisure-oriented society. The need for qualified and well-trained employees at all levels and in all occupational groups of the leisure field is constantly increasing.

In recent years there has been a surge of interest in public service careers. Recreation, according to a 1969 study by Sheppard of the Upjohn Institute, had the highest proportion of nonprofessional jobs of any area of public service.

A Department of Labor pamphlet entitled Public Service Careers points out the large number of recreation careers available for disadvantaged adults. Jobs exist in schools, hospitals, correctional institutions, delinquency-control programs, environmental-control agencies, housing developments, parks, community-action agencies, zoos, aquariums, and other areas. The guidelines issued by the Public Employment Program also include parks and recreation as a major field of employment (Utilization of Disadvantaged Workers, n.d.)

The leisure career field provides excellent opportunities for advancement. Advancement within the leisure career field can best be described in terms of career ladders. A career ladder is a series of jobs with increasing difficulty, responsibility and authority within a career field. The career ladder provides a picture of advancement potential. Generally, the first plateau of the career ladder represents entry level jobs. However, a person may enter the career ladder at any plateau, depending on his qualifications and employer requirements. An example of a career ladder for the recreation service occupational group is shown on the following page. Within this particular career ladder, numerous jobs at the recreation-aide level are open to high school students on a part-time or voluntary basis. The student has an opportunity to function as a recreation worker. In this job he may develop a particular skill and apply knowledge learned in the classroom to practical situations. As the recreation aide acquires additional education and/or work experience, he will qualify for positions at higher plateaus.

In addition to upward mobility within a particular career ladder, there exists the potential for lateral movement from one occupational group to others within the career field and even to other related career fields. For example, many of the requirements for the position of municipal parks-and-recreation department director are the same as qualifications for similar positions in government agency management.

Because of a manpower shortage in all areas of the leisure career field, many jobs with excellent advancement potential are available at all entry levels. Advancement possibilities range from: (1) playground or recreation aide to recreation commissioner, (2) group leader to settlement-house or agency director, (3) therapeutic-recreation assistant to state coordinator of therapeutic recreation, (4) grounds-keeper to horticulturist to landscape architect, (5) building manager to park commissioner, (6) counselor to camp director, (7) conservation worker to recreation-resource specialist, and (8) recreation instructor to head of a college department or dean of a school of recreation.

Employment Benefits

Recruitment of students is affected by two major factors: the availability of employment and the salaries paid students upon graduation. The availability of jobs is abundant in the leisure field as has been pointed out earlier. The type of agency a student desires is almost assured if that student is willing to accept employment regardless of community or close proximity to his home.

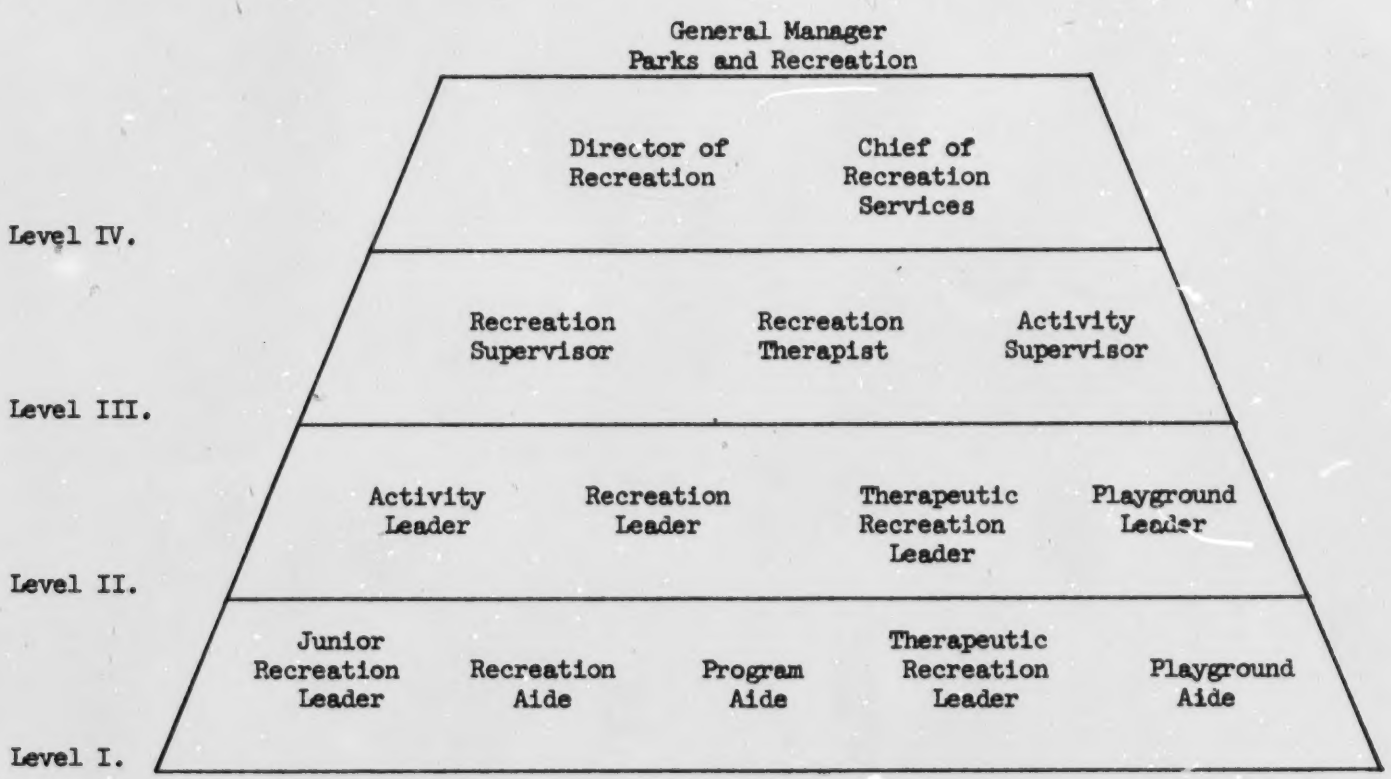

Figure 1. A Typical Career Ladder for the Recreation Services Occupational Group

Salaries in the leisure field are considered competitive with most other related service occupations. With the proper education and advancement, salaries can rise in excess of $30,000. Of course these salaries are primarily reserved for the top executive who most often possesses a masters degree in a specialty area within the field. The more appropriate salary range is normally from approximately $5,500 (Levels I and II) to $18,000 (Level IV). It is estimated that the average salary across the board is around $9,000 to $10,000 annually, (salary information obtained from personnel referral service system of National Recreation and Park Association).

In addition to the salary inducement, most agencies provide fringe benefits to their employees including paid vacations and holidays, insurance and retirement plans, moderate sick leave allowances, reimbursement of up to 12 cents per mile for agency-affiliated automobile travel, and possibly tuition reimbursement for continuing education. Most agencies finance employee travel to important national meetings related to the leisure field, and some provide a department library of literature for staff usage.

PERSONAL REQUIREMENTS

Recreation at the community level has been thrust into a new role by dual pressures. The first pressure comes from the disadvantaged and the activists who are demanding more and better recreation facilities, services and programs. The second pressure comes from the establishment itself which attempts to use recreation as a communications link with the disadvantaged, involving them in a portion of the ongoing program.

Together with the qualifications of a willingness to work and learn, today's leaders in the leisure field should possess imagination, adaptability, and durability in crisis situations.

Beyond these requirements, current social trends demand another dimension for prospective job holders. Actually, this characteristic is difficult to define. It is comprised of a combination of empathy, awareness, and sensitivity. It demands an awareness of what is going on beyond the day-to-day mechanics of job performance. It necessitates involvement with people, a sensitivity to their often unexpressed needs and interests, and a dedication to humanity that is "above and beyond" the job description.

It demands a stretching of mental horizons--an honest admission that we do not have all the answers--in fact, an admission that there may not be any exact answers.

For lack of a better description for this characteristic, it might be called a knowledge of "human ecology." It is desirable for individuals contemplating jobs in the leisure field to:

1) Possess the ability to lead people through a program of non-compulsory activities;

2) Possess ability to develop a sense of priority with regard to a participant's interests, attention, enthusiasm, time and energy;

3) Possess the ability to apply ingenuity to the job at hand by adding a new twist to traditional concepts at both facilities and programs; and

4) Possess a measure of versatility in thinking, and a willingness to accept new ideas and suggestions.

RESOURCES ON LEISURE OCCUPATIONS

It is important that administrators become knowledgeable about the field their training programs hope to serve. The contents of this monograph provide a cursory overview of the nature and extent of the growing field of leisure, but should not be construed as a basis for precluding a more extensive understanding of the leisure industry. Conversations with local employers in the leisure field will augment this document and provide a current status report of the services offered and employment opportunities available.

The rapid emergence of the leisure industry has made the task of identifying all potential employment opportunities a difficult one. Qualified personnel are employed by a variety of municipal, metropolitan, county, state, and national agencies; industrial and business firms; voluntary organizations; commercial recreation enterprises, religious groups; patient-care institutions; and private recreation associations. Many of these potential employers may be operating in the immediate vicinity of the school and should be contacted to identify potential job placement opportunities for graduates.

The regional offices of the U. S. Department of Interior's Bureau of Outdoor Recreation, The National Recreation and Park Association, and others are helpful in identifying trends and specialized employment potentials for the field. A list of such agencies is included in Appendix C.

In addition, financial assistance might be obtained through such units of the U. S. Office of Education as the Division of Manpower Development and Training, the Bureau of Adult, Vocational and Technical Education, or the Bureau of Education for the Handicapped. Other sources of financial and technical assistance include the Education Professions Development Act, and Title I of the Higher Education Act. It may also prove advantageous to review the Foundation Directory, (The Foundation Library Center, Russell Sage Foundation, New York, 1964), as this source often lists some private foundations which have strong interests in leisure.

As a further assistance to the reader, a bibliography of pertinent literature on careers and training programs in the leisure industry is presented at the end of the paper.

All material in the following Appendixes is from Career Education for Leisure Occupations (Verhoven and Vinton, 1972).

APPENDIX A

Sample Job Descriptions

THERAPEUTIC RECREATION AIDE

General Nature of Work

1) Assists in the conducting of scheduled recreation activities under the general supervision of the recreation supervisor.

2) Performs routine tasks of implementing and executing a planned or assigned program of activities.

3) Works (at the beginning-leadership level) in a community-recreation agency offering services to special populations.

4) Evaluation of performance is made through supervisory conferences, written reports, and on-the-job observation.

Examples of Tasks

1) Helps to prepare schedules of day-to-day recreation activities with other staff and, when feasible, with participants.

2) Helps to plan, coordinate, and supervise the work of volunteers and other nonprofessional personnel (part-time leaders, etc.) and personally participates in special events such as field trips, social activities, and regular activities.

3) Maintains an inventory of recreation supplies and equipment, monitors checking out of equipment, and informs immediate supervisor when reordering supplies is necessary.

4) Assists in teaching participants fundamental skills in activities such as sports, music, or arts and crafts.

5) Assists in the distribution of recreation materials, including refreshments, and in the clean-up operation after activity sessions.

6) Assists self-directed groups (e.g., clubs) to secure supplies, equipment, transportation, and meeting facilities.

7) Carries out special assignments and projects such as instructing participants on an individual basis.

8) Is often responsible for assisting in visitations for home-bound individuals to bring recreation to them.

9) Is often responsible for helping arrange transportation for some participants to and from their homes.

10) Attends lectures and participates in in-service educational programs and staff meetings.

Knowledge, Skills, and Abilities

1) Working knowledge of the basic techniques, skills, and principles of the assigned activities and the ability to apply this knowledge to meet the needs of individuals and groups.

2) Ability to provide basic instruction in various activities.

3) Ability to work with both individuals and groups and to do so under supervision.

4) Ability to make minor repairs and adjustments on equipment.

5) Ability to follow oral and written instructions and to effectively communicate both verbally and in writing.

6) Ability to observe participant behavior and attitudes and report on them to supervisors.

7) A basic orientation to the psychological, social, and physical needs and potentials of participants from the special population served.

Minimal Education and Experience

1) A high school diploma or equivalent.

2) Preferably some experience as a part-time leader or volunteer in a recreation program providing services to special populations.

RECREATION AIDE

General Nature of Work

1) Does beginning-level work in program leadership at a recreation center or playground.

2) Assists in organizing and leading groups in a variety of recreation activities.

3) Serves as an assistant to the recreation leader and works under the general supervision of that leader or program supervisor.

4) Follows specific instructions regarding methods and procedures.

Examples of Tasks

1) Assists in the issuing and collecting of recreation equipment and supplies.

2) Assists in the organization of a variety of recreation activities.

3) Assists in the teaching of various recreation activities.

4) Observes necessary precautions to secure safety of the participants and spectators.

5) Performs simple maintenance tasks and is responsible for the readiness of recreation facilities, supplies and equipment.

6) Attends lectures and participates in the in-service educational programs and staff meetings.

7) Maintains activity records and prepares reports as requested.

Knowledge, Skills, and Abilities

1) Working knowledge of the basic techniques, skills, and principles of the assigned activities and the ability to apply this knowledge to meet the needs of the clients served.

2) Ability to provide instruction in various activities.

3) Ability to secure volunteers and to enlist the cooperation of both the volunteers and the participants in carrying out the designated program of activities.

4) Ability to stimulate interest in the program and to relate in a positive manner with both fellow employees and participants.

5) Ability to make minor repairs and adjustments on recreation equipment.

6) Ability to observe, record, and report program observations.

Minimal Education and Experience

1) Some high school education and some experience in leadership activities.

RECREATION ACTIVITY SUPERVISOR

General Nature of Work

1) Supervises recreation leaders and volunteers.

2) Initiates and coordinates activity programs.

3) Is responsible for equipment, materials, and supplies.

4) Upholds general recreation policies and regulations.

Examples of Tasks

1) Trains and familiarizes recreation leaders and volunteers with policies, responsibilities, duties, and facilities.

2) Initiates and helps plan programs with recreation leaders.

3) Schedules and coordinates activity programs.

4) Promotes and publicizes programs, special events, and related activities.

5) Keeps records of supplies and equipment and performs basic maintenance and repairs.

6) Sees that all equipment and facilities are used and cared for properly.

7) Evaluates all programs with recreation leaders to ensure that they are meeting the needs of participants.

8) Prepares (for recreation director) reports on programs and accounts for monies spent.

Knowledge, Skills, and Abilities

1) Knowledge of department policies, programs, and personnel.

2) Knowledge of the instructional and leadership skills necessary for recreation leaders.

3) Ability to speak for the purposes of promoting interest in the programs offered.

4) Ability to supervise others, justify budgets, and evaluate programs.

5) Knowledge of techniques of personnel supervision and program implementation.

Minimal Education and Experience

1) A college degree in Recreation and Parks or related field plus some experience in the field.

DIRECTOR OF RECREATION

General Nature of Work

1) Administers programs and supervises all personnel directly or indirectly.

2) Carries out established organization policy.

3) Evaluates and justifies programs.

4) Controls all expenditures directly or indirectly.

5) Serves as a liaison between the department and other public and private agencies.

Examples of Tasks

1) Conducts studies of community needs and establishes responsive programs.

2) Employs qualified personnel to perform tasks required.

3) Controls all monies in the department and is responsible for wages, salaries, and all other expenditures.

4) Provides, for the public board or governing agency, a budget and its justification, and an annual report.

5) Supervises and ensures the proper functioning of those personnel directly under his jurisdiction.

6) Promotes and publicizes department facilities, programs, and purposes.

Knowledge, Skills, and Abilities

1) Ability to communicate with groups and individuals.

2) Ability to supervise others tactfully.

3) Ability to make reports and budgets.

4) Ability to synthesize all programs and evaluate them as a whole.

5) Ability to deal effectively with problems and make decisions.

Minimal Education and Experience

1) A college degree in Parks and Recreation or related field. Substantial work experience at lower levels of responsibility.

LANDSCAPE WORKER

General Nature of Work

1) Performs unskilled or semi-skilled gardening, forestry, and general landscape-maintenance work.

2) Follows specific instructions in regard to job assignment.

3) Performs heavy labor and custodial jobs.

Examples of Tasks

1) Maintains grounds by cutting grass, raking, trimming, etc.

2) Removes trees, bushes, etc., under supervision.

3) Replaces or cultivates trees, bushes, and flowers under supervision.

4) Treats diseased plants and protects plants against pests.

5) Performs basic maintenance and repair of facilities and equipment.

Knowledge, Skills, and Abilities

1) Ability to adjust to routine working conditions.

2) Ability to perform heavy, strenuous work.

3) Ability to follow oral and written instructions.

4) Some knowledge of how to care for plant life.

5) Ability to make oral or written reports on work completed or problems incurred.

Minimal Education and Experience

1) Some high school education and experience with gardening. Neither is absolutely necessary.

GREENSKEEPER

General Nature of Work

1) Performs skilled supervisory work.

2) Is responsible for care and maintenance of golf courses and is often responsible for equipment.

3) Supervises full-time and part-time employees.

4) Work is reviewed by department or board.

Examples of Tasks

1) Sets objectives, plans, organizes, and evaluates work in development and maintenance of golf courses during golf season.

2) Plans and carries out programs for control of weeds, insects, and plant diseases.

Knowledge, Skills, and Abilities

1) Considerable knowledge of methods, procedures, materials, and equipment necessary for the efficient running and upkeep of golf courses.

2) Knowledge of plant diseases, insects, and weed problems and the best procedures for remedying these situations.

3) Ability to supervise tactfully and effectively.

4) Ability to establish a good relationship with the public.

Minimal Education and Experience

1) High school diploma and technical course in turf management, some work experience in turf-management work.

PARK FOREMAN

General Nature of Work

1) Supervises work involving the maintenance, construction, and landscaping of grounds and facilities.

2) Is responsible for work performed by semi-skilled and unskilled personnel.

3) Performs necessary scheduled or unscheduled maintenance.

4) Work is reviewed and checked by an immediate supervisor.

Examples of Tasks

1) Accepts assignments, job schedules, and work programs for maintenance, construction, and landscape crews.

2) Reassigns work if priorities change, and inspects all areas regularly for maintenance or performance standards.

3) Supervises preparation of park areas and facilities for use.

4) Supervises operation of park areas during periods of use.

5) Supervises seasonal closings and secures areas.

6) Maintains basic time, material and work records, and submits required reports.

Knowledge, Skills, and Abilities

1) Considerable knowledge of methods, techniques, and procedures in park operation.

2) Considerable knowledge of methods of constructing and maintaining park facilities.

3) Ability to read plans and drawings and to coordinate these with scheduled maintenance work.

4) Ability to make inspections and recommendations for improvements in performance and methods.

5) Ability to develop and maintain effective working relationships with employees, other staff, other agencies, and the public.

Minimal Education and Experience

1) High school diploma with courses in natural sciences and three to four years experience in park operations.

FORESTER

General Nature of Work

1) Manages and develops forest lands and their resources for economic and recreational purposes.

2) Plans campsites and recreation areas.

3) Directs construction and maintenance of cabins, fences, utility lines and roads.

4) Assists in planning and carrying out projects for flood control, soil erosion, tree disease and insect pests in forests.

Examples of Tasks

1) Sets objectives, plans, organizes, and evaluates tree-care operations.

2) Recruits, trains, and organizes personnel to carry out operations.

3) Inspects materials, men, and equipment engaged in operations.

4) Prepares annual budget for forest project work.

5) Communicates with individuals and groups.

6) Prepares plans for disease or insect-control programs.

7) Consults with other staff and departments regarding specific problems.

Knowledge, Skills, and Abilities

1) Extensive knowledge of forestry practices, methods, and techniques.

2) Considerable knowledge of materials and tools used in operations.

3) Knowledge of plant species and their characteristics.

4) Knowledge of common diseases and approved insect controls.

5) Ability to plan, assign, and evaluate work in an effective manner.

6) Ability to select and train men for forestry work.

7) Ability to establish good personal and public relations.

Minimal Education and Experience

1) Four-year college degree in forestry, horticulture, or related field.

2) From two to five years of progressive responsibility in forestry or related field.

TICKET TAKER

General Nature of Work

1) Collects admission tickets from patrons.

2) Deals with problems that may come up as patrons enter.

3) Keeps track of tickets taken.

Examples of Tasks

1) Takes tickets from patrons at entrance.

2) Checks to make sure tickets are authentic.

3) May refuse patrons according to regulations of establishment.

4) May keep a record of tickets or patrons admitted.

Knowledge, Skills, and Abilities

1) Ability to deal effectively with the public.

2) Ability to conform to routine tasks.

3) Ability to keep simple written records.

Minimal Education and Experience

1) Some high school education.

RIDE OPERATOR

General Nature of Work

1) Operates mechanical rides.

2) Informs the public of regulations.

3) Repairs equipment.

Examples of Tasks

1) Explains to patrons how to use equipment safely.

2) Starts and stops operation of ride.

3) Oils, refuels, or adjusts equipment as needed.

4) Collects tickets.

5) Regulates how many people can use the ride at one time.

Knowledge, Skills, and Abilities

1) Mechanical knowledge.

2) Knowledge of specific equipment used.

3) Knowledge of safety regulations and rules governing the use of equipment.

4) Ability to deal effectively with the public.

Minimal Education and Experience

1) Some high school education and mechanical skills.

DISC JOCKEY

General Nature of Work

1) Announces programs and plays music.

2) Reads commercial announcements.

3) Makes impromptu comments.

4) Works with sound engineers to coordinate musical programs.

Examples of Tasks

1) Announces musical programs.

2) Inserts information about weather, time of day, traffic conditions, etc.

3) Comments on matters of interest and makes public-service announcements.

4) Helps to set up schedules of musical programming.

Knowledge, Skills, and Abilities

1) Imagination for impromptu comments.

2) Knowledge of the community and its interests.

3) Ability to read aloud fluently and to speak coherently and in a pleasing tone.

Minimal Education and Experience

1) High school education and two years of college or special training for announcers.

STAGE DIRECTOR

General Nature of Work

1) Conducts rehearsals of plays.

2) Instructs performers in role interpretation.

3) Checks scenery and props.

4) Makes script changes.

Examples of Tasks

1) Helps to cast play.

2) Schedules and conducts rehearsals.

3) Confers with producer about production plans and script.

4) Discusses changes with playwright.

5) Approves all props and scenery.

Knowledge, Skills, and Abilities

1) Acting ability.

2) Ability to interpret roles.

3) Familiarity with the use of props and special effects.

4) Familiarity with the trends and tastes of the public.

5) Familiarity with technical aspects of the theater business.

Minimal Education and Experience

1) Four years of college, acting experience, and five years of progressive experience in the theater.

TRAVEL CLERK

General Nature of Work

1) Provides the public with prearranged plans for tourist travel.

2) Is responsible for providing accurate tour information.

3) Researches other travel information inquired about.

4) Does a certain amount of clerical work such as telephoning, typing, and record-keeping.

Examples of Tasks

1) Plans itineraries and schedules by referring to other predetermined schedules.

2) Provides information about attractions and schedules upon request.

3) Offers suggestions for travel modes and accommodations.

4) Suggests locations for travel and provides descriptive materials.

Knowledge, Skills, and Abilities

1) Exactness and attention to detail.

2) Numerical ability involving accounts.

3) Ability to deal with the public tactfully.

4) Ability to coordinate many time schedules.

Minimal Education and Experience

1) Some high school education with the above experience or knowledge.

TOUR GUIDE

General Nature of Work

1) Travels with tourists to assist them in a variety of ways.

2) Maintains the predetermined schedule of touring.

3) Establishes a rapport with the people involved.

4) Points out places of interest and interprets.

Examples of Tasks

1) Assists tour groups in keeping track of their luggage.

2) Assists in exchange of currencies.

3) Takes tourists to places of special interest within the tour areas.

4) Keeps track of the people and keeps them on schedule.

Knowledge, Skills, and Abilities

1) Ability to deal effectively with groups of people.

2) Knowledge of the country or area within each tour (customs, sites, laws, languages, etc.).

3) Knowledge of the currency exchange rates.

4) Knowledge of import/export laws and regulations.

Minimal Education and Experience

1) High school education and knowledge of the particular countries or sites included in the tour.

RESORT MANAGER

General Nature of Work

1) Is responsible for ensuring that personnel take complete care of personal services, maintenance, and reservations.

2) Keeps records and accounts in order to make sure the business is conducted properly.

3) Keeps up with new attractions and ways of operating and promoting the resort.

4) Is responsible for public relations and advertising.

Examples of Tasks

1) Hires and trains personnel for all aspects of running the resort.

2) Takes charge of all monies, records, salaries, budgets, etc.

3) Keeps up with increases or decreases in service prices.

4) Supervise heads of specific departments if establishment is large (reservations, maintenance, outdoor activities, personal services, accounting, etc.).

5) Handles complaints and problems.

Knowledge, Skills, and Abilities

1) Knowledge of hotel or resort management techniques.

2) Accounting knowledge for keeping books.

3) Ability to deal effectively with personnel and clientele.

4) Knowledge of departments supervised (maintenance, accounting, etc.).

5) Ability to transfer verbal and written orders tactfully.

Minimal Education and Experience

1) Four-year college education in hotel/motel management.

APPENDIX B

General Training Requirements for Leisure Occupations

Recreation Services Occupational Group

Entry Level	Sample Job Titles	General Description of Work	Basic Employment Requirements
I.	Recreation Aide Junior Recreation Leader Playground Assistant Activity Aide Therapeutic Recreation Aide Program Aide	These jobs require a sincere interest in providing worthwhile community service. Some experience as a participant in organized activities is helpful. Specialized skills or interests are helpful but not required. Limited responsibility is given under close guidance by a qualified supervisor. Major emphasis is on on-the-job training for advancement to a more responsible position. Jobs may be seasonal, or part-time. Some are voluntary.	1) Fourteen to eighteen years of age and at least a freshman in high school. 2) A desire and willingness to work with people. 3) Sufficient maturity to accept direction and constructive criticism. 4) Understanding of how to help others.
II.	Recreation Leader Playground Leader Activity Leader Camp Counselor Therapeutic Recreation Leader	Job responsibilities at this level include assisting with recreation programs, recreation-activity leadership, working directly with volunteers and participants, coordinating activities and experiences within a given setting and time period, and keeping basic activity reports. Work is performed under the supervision of a qualified program supervisor or director. Jobs may be seasonal, part-time or full-time. Some are voluntary.	1) A high school degree or its equivalent in training and experience. 2) An elementary knowledge of the organization and conduct of recreation activities. 3) An ability to stimulate interest and participation in recreation activities.

Recreation Services Occupational Group

Entry Level	Sample Job Titles	General Description of Work	Basic Employment Requirements
III.	Recreation Supervisor District Supervisor Senior Recreation Leader Activity Instructor Recreation Therapist	Job performance includes responsibility for the planning and setting of program objectives. Activity instruction is a key leadership responsibility. Performance of more abstract functions including long-range planning, reporting, and program evaluation are required. The jobs involve public relations and basic responsibilities for leadership development and supervision of those functioning at Levels I and II.	1) Completion of a two-year, post-secondary program or its equivalent in training and experience. 2) Ability to lead and supervise other employees. 3) A thorough knowledge of the organization and administration of a wide variety of recreation activities. 4) Ability for written and oral communication with others.
IV.	Director of Recreation Center Director Superintendent of Recreation Program Director Chief of Recreation Services General Manager	Primary functions lie in the areas of coordination, supervision, planning and evaluation, and reporting. Coordination and supervision involve the integrating of agency resources, both physical and human, with the resources of other agencies and the community at large. Supervision and planning duties include staff development, program development and goal setting, facility planning and maintenance. The functions of interpretation and reporting are critical. The difference between the functions of supervision and administration are of degree rather than substance.	1) Graduation from a four-year professional preparation program plus experience at lower levels of responsibility. The amount of experience required varies according to the amount of responsibility and the size of the agency. 2) Decision-making ability. 3) Public-speaking and writing ability. 4) Ability to synthesize ideas and information. 5) Ability to coordinate work and people.

Recreation Resources Occupational Group

Entry Level	Sample Job Titles	General Description of Work	Basic Employment Requirements
I.	Building Attendant Yard Worker Landscape Worker Gardner Groundskeeper Concessions Worker	Jobs at this level usually provide for the maintenance and upkeep of natural areas and physical facilities and resources. They require little decision-making and mainly involve performance of physical and routine tasks. Jobs may be seasonal or part-time.	1) A minimum of sixteen years of age. 2) Physical ability to perform tasks required. 3) Ability to understand verbal and written directions and orders. 4) Interest in working out of doors.
II.	Park Caretaker Park Ranger Nurseryman Equipment Operator Range Guard Assistant Naturalist Equipment Manager	Jobs at this level involve protecting areas and facilities, checking for problems and hazards, and performing various tasks in parks, forests, campgrounds, etc. Some decision-making is required. Jobs may be seasonal, part-time, or full-time.	1) High school diploma or its equivalent in experience within the work setting. 2) Ability to learn rules and regulations and to follow and enforce them when necessary. 3) Ability to perform specific tasks required. 4) Ability to write basic reports and do routine paper work. 5) Willingness to accept supervision and directions.

Recreation Resources Occupational Group

Entry Level	Sample Job Titles	General Description of Work	Basic Employment Requirements
III.	Park Foreman Security Chief Fish and Game Warden Forest Supervisor Building and Grounds Supervisor Concessions Manager	Jobs at this level include scheduling, decision-making, and supervision of a unit or complex. Some paperwork, evaluation, and consultation is involved. Functions at this level focus on the coordination of work and people to accomplish specific objectives.	1) Completion of a two-year, post-secondary program or its equivalent in experience performing the actual tasks and training in the special areas of responsibility. 2) Ability to plan ahead and distribute tasks to others. 3) A thorough knowledge of the tasks at hand. 4) Ability for written and oral communication with others.
IV.	Director of Parks Park Naturalist Landscape Foreman Landscape Architect Conservation Officer Forester	Jobs at this level involve either overall administration of areas and facilities or the performance of highly specialized functions such as landscape design, horticulture, plant and animal ecology, etc. Abstract functions of planning, reporting, and evaluating are included along with scheduling, budgeting, and public relations needed for the efficient operation of the resource system.	1) Completion of a four-year professional preparation program plus experience and knowledge of the different functioning units within the area of responsibility. 2) Decision-making ability. 3) Public-speaking and writing ability. 4) Ability to synthesize ideas and information. 5) Ability to coordinate work and people.

Tourism Occupational Group

Entry Level	Sample Job Titles	General Description of Work	Basic Employment Requirements
I.	Hostess Ticket Taker Usher Bellhop Tour Guide Aide Travel Clerk Aide Waiter	Jobs at this level involve the performance of routine tasks and much face-to-face contact with people. Certain basic skills are necessary depending on the specific function. Little decision-making is involved.	1) Sixteen years of age and some high school education. 2) Ability to settle into a routine. 3) Ability to deal pleasantly with others. 4) Honesty in dealings with others' personal property. 5) Physical ability to perform required tasks. 6) Desire to work with people.
II.	Tour Guide Visitor Guide Travel Clerk Desk Clerk Facility Attendant Information Clerk	These jobs require the coordination of predetermined schedules, rules and information in order to serve the individual needs of clients. Face-to-face contact with others is required and some responsibility for checking out complaints and following through on details.	1) High school education or equivalent in training and experience. 2) Ability to deal pleasantly with others. 3) Ability to coordinate information, schedules, and rules. 4) Ability to verbally communicate with others and use some written communication. 5) Knowledge and skills in the areas of specific responsibility.

Tourism Occupational Group

Entry Level	Sample Job Titles	General Description of Work	Basic Employment Requirements
III.	Travel Agent Banquet Supervisor Steward Resort Activity Director Sports Instructor Social Director	Jobs at this level include the coordination of people and data that may or may not be predetermined. Communication, scheduling, and supervision of tasks assigned are also involved.	1) Completion of two-year, post-secondary education program or its equivalent in specific experience, and special supervisory training. 2) Ability to communicate verbally and in writing. 3) Ability to coordinate and check data and schedules. 4) Ability to report on efficient running of the unit.
IV.	Travel Agency Director Resort Manager Director of Food Services Travel Consultant Booking Agent Tour Time Manager	Jobs at this level call for overall planning, decision-making, scheduling, budgeting, coordination of units, understanding of total organization function, supervision of unit supervisors, and responsibility for public relations--all leading to the efficient operation of the facility or program.	1) Completion of a four-year professional program and experience within the specific kind of facility. 2) Verbal and written communication skills. 3) Ability to coordinate abstract data with people. 4) Decision-making ability.

Amusement and Entertainment Occupational Group

Entry Level	Sample Job Titles	General Description of Work	Basic Employment Requirements
I.	Ticket Taker Swing Gang Worker Desk Man (Bowling Floor) Usher Jockey Room Custodian Film Loader	These jobs are mainly manual labor and/or jobs requiring a knowledge of a specific routine. Responsibilities are very limited and very few special skills are actually necessary. Jobs may be seasonal according to sports season or movie filming schedules, part-time or full-time.	1) Sixteen years or older. 2) Some high school education. 3) Maturity to accept what responsibilities the specific job may require. 4) Ability to adjust to routine.
II.	Ride Operator Wardrobe Mistress Cardroom Attendant Horse Exerciser Head Usher Motion Picture Projectionist	Jobs at this level require a specific knowledge of an activity within a particular amusement or entertainment establishment. Responsibility is usually limited to carrying out a specific job, but the important factor at this level is the skill with which tasks are executed.	1) High school diploma is necessary or its equivalent in special training (on-the-job training). 2) Proficiency and knowledge within the specific area of specialty.

Amusement and Entertainment Occupational Group

Entry Level	Sample Job Titles	General Description of Work	Basic Employment Requirements
III.	Disc Jockey Choreographer Racetrack Steward Program Assistant Cardroom Manager Property Master	Jobs at this level not only require a certain degree of skill within each particular area, but also require a certain amount of talent. These jobs also entail supervising other people and some paperwork.	1) Two years of college, special training school, or considerable natural talent or ability that has been acquired and developed. 2) Ability to supervise others. 3) Thorough knowledge of tasks that need to be performed. 4) Ability to write and verbalize suggestions or ideas.
IV.	Stage Director Arranger Producer Technical Director	Responsibilities at this level involve the overall supervision of many different types of workers in order to accomplish a specific goal. All supervisory traits must be combined with special skills and talents in the specific area.	1) College or other special training. 2) Ability to coordinate and supervise other people. 3) Ability to use natural talent and imagination. 4) Overall knowledge of all specific jobs and functions necessary to fulfill goals.

APPENDIX C

Agencies Serving the Leisure Industry

AGENCIES SERVING THE LEISURE INDUSTRY

Amateur Softball Association of America
11 Hill Street
Suite 201
Newark, N.J. 07102

American Amateur Baseball Congress
Youth Building
115 West Street
Battle Creek, Mich. 49017

American Association for Health, P.E. and Recreation
1201 Sixteenth Street, N.W.
Washington, D.C. 20036

American Association for Junior Colleges
One Dupont Circle
Washington, D.C. 20009

American Bowling Congress
1572 East Capital Drive
Milwaukee, Wisconsin 53211

American Camping Association
Bradford Woods
Martinsville, Indiana 46151

American Hotel & Motel Association
221 West 57th Street
New York, N.Y. 10019

American National Red Cross
17th and D Streets, N.W.
Washington, D.C. 20006

American Personnel and Guidance Association
1605 New Hampshire Ave., N.W.
Washington, D.C. 20009

American Society of Landscape Architects, Inc.
2000 K Street, N.W.
Washington, D.C. 20006

American Society of Travel Agents
360 Lexington Ave.
New York, N.Y. 10022

American Vocational Association
1251 Fifteenth St., N.W.
Washington, D.C. 20005

American Youth Hostels, Inc.
20 West 17th St.
New York, N.Y. 10011

Association for Supervision & Curriculum Development
1201 16th Street, N.W.
Washington, D.C. 20036

The Athletic Institute
805 Merchandise Mart
Chicago, Ill. 60654

Bicycle Institute of America, Inc.
122 East 42nd Street
New York, N.Y. 10017

Boys' Clubs of America
771 First Avenue
New York, N.Y. 10017

Boy Scouts of America
New Brunswick, N.J. 08900

Camp Fire Girls, Inc.
65 Worth Street
New York, N.Y. 10013

Council on Hotel, Restaurant & Institutional Education
Statler Hall
Cornell University
Ithaca, New York 14850

ERIC Clearinghouse on Vocational & Technical Education
Center for Vocational & Technical Education
The Ohio State University
1960 Kenny Road
Columbus, Ohio 43210

Girls' Clubs of America
101 Park Ave.
New York, N.Y. 10017

Girl Scouts of America
830 Third Ave.
New York, N.Y. 10022

International Association of Amusement Parks
203 North Wabash Ave.
Chicago, Ill. 60601

International Recreation Association, Inc.
345 East 46th Street
New York, N.Y. 10017

National Baseball Congress
338 South Sycamore
P. O. Box 1420
Wichita, Kansas 67201

National Campers & Hikers Association
7172 Transit Road
Buffalo, N.Y. 14221

National Executive Housekeepers Association, Inc.
Business and Professional Bldg.
Gallipolis, Ohio 45631

National Field Archery Association
Route 2, Box 514
Redlands, Calif. 92373

National Golf Foundation
804 Merchandise Mart
Chicago, Ill. 60654

National Industrial Recreation Association
20 North Wacker Dr.
Chicago, Ill. 60601

The National Recreation and Park Association
1601 N. Kent
Arlington, Va. 22209

National Restaurant Association
1550 North Lake Shore Drive
Chicago, Ill. 60610

National Rifle Association
1600 Rhode Island Ave., N.E.
Washington, D.C. 20036

National Safety Council
425 North Michigan Ave.
Chicago, Ill. 60611

National Tourism Resources Review Commission
2001 Wisconsin Ave., N.W.
Washington, D.C. 20007

Nature Centers Division
National Audubon Society
1130 Fifth Ave.
New York, N.Y. 10028

Organization of American States
Division of Tourism Development
1725 Eye Street, N.W., Room 301
Washington, D.C. 20006

Outdoor Game Council of the U.S.A.
100 West 57th Street
New York, N.Y. 10019

Superintendent of Documents
U.S. Government Printing Office
Washington, D.C. 20402

U.S. Department of Health,
Education and Welfare
Office of Education
Bureau of Adult, Vocational &
Technical Education
Washington, D.C. 20202

U.S. Department of the Interior
Bureau of Outdoor Recreation
Washington, D.C. 20240

U.S. Department of the Interior
Bureau of Sport Fisheries &
Wildlife
Washington, D.C. 20240

U.S. Department of the Interior
National Park Service
Washington, D.C. 20240

U.S. Department of Labor
Bureau of Labor Statistics
Washington, D.C. 20212

U.S. Department of Labor
Manpower Administration
Washington, D.C. 20212

United States Golf Association
"Golf House"
40 East 38th Street
New York, N.Y. 10016

United States Handball Association
4101 Dempster Street
Skokie, Ill. 60076

United States Lawn Tennis
Association
120 Broadway
New York, N.Y. 10005

United States Ski Association
The Broadmoor Hotel
Colorado Springs, Colorado 80906

United States Soccer Football
Association
320 Fifth Ave.
Room 1015
New York, N.Y. 10001

United States Volleyball Association
224 East 47th Street
New York, N.Y. 10017

Young Men's Christian Association
The National Board of
291 Broadway
New York, N.Y. 10007

Young Women's Christian Association
of the U.S.A.
600 Lexington Ave.
New York, N.Y. 10022

National Swimming Pool Institute
2000 K Street, N.W.
Washington, D.C. 20006

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[1]Bibliographical entries followed by an ED number are generally available in hard copy or microfiche through the Educational Resources Information Center (ERIC). This availability is indicated by the abbreviations MF for microfiche and HC for hard copy. Order from ERIC Document Reproduction Service (EDRS), P.O. Drawer O, Bethesda, Maryland 20014. Payment must accompany orders totaling less than $10.00

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